DOCUMENT RESUME

ED 083 318 24 TM 003 319

AUTHOR	Rosen, Pamela, Ed.
TITLE	Tests For Educationally Disadvantaged Adults.
INSTITUTION	Educational Testing Service, Princeton, N.J. Test Collection.
PUB DATE	Jul 73
NOTE	12p.
AVAILABLE FROM	Test Collection, Educational Testing Service, Rosedale Road, Princeton, N. J. 08540
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Achievement Tests; *Adult Basic Education; Adults; *Annotated Bibliographies; Aptitude Tests; *Dropouts; *Educationally Disadvantaged; English (Second Language); *Tests

ABSTRACT

Sixty-five instruments, published between 1925 and 1972, are described in this annotated bibliography. The devices are intended for adults who have received only an elementary education, and adults who have completed high school but whose education was impaired due to learning disabilities or other educational handicaps. Both achievement and aptitude measures are included, covering such areas as intelligence, ability, learning skills, non-verbal reasoning, vocabulary, reading, and mathematics. The Spanish editions of several tests in English as a second language are presented. The publisher's name and address is provided for each instrument. (NE)

ETS TEST COLLECTION
EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY 08540
609 921-9000

ED 083318

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Dorothy Urban
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Pamela Rosen, Editor

July 1973

TESTS FOR EDUCATIONALLY DISADVANTAGED ADULTS

This annotated bibliography contains a variety of instruments which cover a wide range of ability in adults, from those who received only an elementary education to those who completed high school but did not receive adequate formal education due to learning disabilities or other educational disadvantages. Both achievement and aptitude measures are included.

Information was obtained from the holdings and references of the Educational Testing Service Test Collection. Please do not write the Test Collection for inspection copies since the Collection does not have distribution rights for its holdings. Specimen sets (when available) and/or specific information must be obtained directly from the publisher. Refer to the listing of publishers at the end of this bibliography for complete addresses.

Some of the measures are reviewed or described in the references cited in the bibliography. Reviews which have appeared in the professional literature are referenced in the entry.

Adult Basic Education Student Survey by Elvin Rasof and Monroe C. Neff; c1966-67; Educational Level: Grades 1-4; Follett Educational Corporation.

A battery of test designed for use in the class placement of adult basic education students and in the assessment of academic progress. Subtests are Reading Comprehension, Word Recognition, Arithmetic Computation, and Arithmetic Problems.

Adult Basic Learning Examination: Level I (ABLE I) by Bjorn Karlsen, Richard Madden, and Eric F. Gardner; c1967; Educational Level: Grades 1-4; Harcourt Brace Jovanovich, Inc.

A measure of achievement in basic skills for adults who have not completed a formal twelve-year education. Subtests are Reading, Vocabulary, Spelling, Arithmetic Computation, and Arithmetic Problem Solving. The Vocabulary, Spelling, and Arithmetic Problem Solving tests are administered as listening tests to eliminate the contamination of scores by reading ability. Reviewed in *Journal of Educational Measurement*, Fall 1968, Vol. 5, pp. 271-274 and *Journal of Counseling Psychology*, May 1969, Vol. 16, pp. 278-280.

Adult Basic Learning Examination: Level II (ABLE II) by Bjorn Karlsen, Richard Madden, and Eric F. Gardner; c1967; Educational Level: Grades 5-8; Harcourt Brace Jovanovich, Inc.

Reading, Vocabulary, Spelling, Arithmetic Problem Solving, and Arithmetic Computation are the subtests in this battery designed for adults who have not completed a formal twelve-year education. Reviewed in *Journal of Educational Measurement*, Fall 1968, Vol. 5, pp. 271-274 and *Journal of Counseling Psychology*, May 1969, Vol. 16, pp. 278-280.

FILMED FROM BEST AVAILABLE COPY

Copyright © 1973 by Educational Testing Service. All rights reserved.

Adult Basic Learning Examination: Level III (ABLE III) by Bjorn Karlsen, Richard Madden, and Eric F. Gardner; c1970-71; Educational Level: Grades 9-12; Harcourt Brace Jovanovich, Inc.

A battery of tests in basic skills for adults. Subtests are Reading, Vocabulary, Spelling, Arithmetic Computation, and Arithmetic Problem-Solving.

Adult Basic Reading Inventory by Richard W. Burnett; c1966; Reading Level: Grades 2-5; Scholastic Testing Service, Inc.

Designed for use in the identification of absolute illiterates, functional illiterates (persons who read at the fourth grade level or below), and individuals who are not illiterate but have reading difficulties originating from other problems. Subscores are Sight Words (Vocabulary), Sound and Letter Discrimination, Word Meaning (Reading), Word Meaning (Listening), and Context Reading.

American Literacy Test by John J. McCarthy; c1962; Adults; Psychometric Affiliates.

The respondent is required to select one of four options which has the same meaning as the stimulus word. Test is based on the premise that a literacy test must bear a "reasonable" relation to knowledge of grammar and the mechanics of the English language.

Arthur Point Scale of Performance Tests, Form I by Grace Arthur; c1925-47; 5.5 Years to Superior Adults; Stoelting Company.

An individually administered test of intelligence appropriate for deaf children, the blind, those suffering from reading disabilities, those with delayed speech or speech difficulties, non-English speakers, and native American enrolled in Indian schools. The scale consists of the following tests: the Knox Cube, Seguin Form Board, Two-Figure Form Board (Pintner), the Casuist Form Board (Knox), the Manikin (Pintner), Feature-Profile (Knox and Kempl), Mare and Foal (Healy Modified Form), Healy Picture Completion I, the Porteus Maze (1924 Series) and the Kohs Block Design. Props needed for the tests are available from the publisher.

Arthur Point Scale of Performance Tests, Revised Form II by Grace Arthur; c1947; 4.5 Years to Superior Adults; The Psychological Corporation.

An individually administered test of intelligence which can be used with youngsters, the reading disabled, those with defective speech, the non-English speaking, and native Americans enrolled in Indian schools. There is minimal use of language in the administration of the scale. Five tests are included on Form II. They are: The Knox Cube Test (Arthur Revision), the Seguin Form Board (Arthur Revision), the Arthur Stencil Design Test I, the Healy Picture Completion Test II, and the Porteus Maze Test (Arthur Modification). The props needed for the test are available from the publisher.

Barranquilla Rapid Survey Intelligence Test (BARSIT) by Francisco del Olmo; c1956-58; Grades 3-6 and Adults with Elementary School Education; The Psychological Corporation.

Provides an index of learning potential by evaluating verbal intelligence and numerical reasoning through items covering general knowledge, vocabulary, verbal reasoning, logical reasoning, and numerical reasoning. The test is appropriate for Latin American children in he third through sixth grade and adults with an elementary school education. A thorough knowledge of Spanish is necessary for administering the BARSIT since both the test and manual are in Spanish.

Basic Reading Rate Scale by Miles A. Tinker and Ronald P. Carver; c1970; Grades 3-16 and Adults; Revrac Publications.

Measures the rate at which an individual can read very easy material. The test is appropriate for use in assessing reading rates at all levels of reading ability.

Basic Skills in Arithmetic Test by William L. Wrinkle, Juanita Sanders, and Elizabeth H. Kendel; c1945; Adolescents and Adults; Science Research Associates, Inc.

Assesses an individual's ability to perform forty-three fundamental skills in arithmetical operations involving whole numbers, fractions, decimals, and percentages. Test results can be used in determining group and individual instructional needs. In industrial settings, the results can be used to aid in the selection and placement of personnel in positions which require basic computational skills.

Chicago Non-Verbal Examination by Andrew W. Brown; c1936-63; 6 Years to Adults; The Psychological Corporation.

An intelligence test designed specifically for persons who are handicapped in the use of the English language, such as the deaf, those with reading difficulties, and those who have been brought up in a foreign language environment. Information is provided concerning the use of the measure with the mentally retarded. The test can be administered with either verbal or pantomime directions. The verbal directions can be used with children as young as age six. However, the pantomime directions are not usable below the age of eight.

Comprehensive English Language Test for Speakers of English as a Second Language: Listening by Dale P. Harris and Leslie A. Palmer; c1970; Grades 9-16 and Adults; McGraw-Hill Book Company.

A measure of the English proficiency of persons high school age and above who are learning English as a second language. The Listening Test is concerned with the comprehension of short statements, questions, and dialogues as spoken by native speakers of English. It is designed for use in programs of English as a second language at the intermediate and advanced levels.

Comprehensive English Language Test for Speakers of English as a Second Language: Structure by Dale P. Harris and Leslie A. Palmer; c1970; Grades 9-16 and Adults; McGraw-Hill Book Company.

Assesses the ability to manipulate the grammatical structures occurring in spoken English. The examinee is required to read and select the construction that is acceptable and idiomatic in word order or choice of words. The test is appropriate for students of high school age or older who are participating in programs of English as a second language at the intermediate and advanced levels.

Comprehensive English Language Test for Speakers of English as a Second Language: Vocabulary by Dale P. Harris and Leslie A. Palmer; c1970; Grades 9-16 and Adults; McGraw-Hill Book Company.

A test of the understanding of the kinds of lexical items which occur in advanced reading materials such as those assigned in general college courses. The test is designed for use in intermediate and advanced level programs of English as a second language for persons of high school age or older.

Cooperative Inter-American Series by Herschel T. Manuel; 1950-67; Grades 8-13; Guidance Testing Associates.

A series of tests in various areas which are available in parallel English and Spanish forms.

Tests of General Ability: Advanced Level

A series of tests of general mental ability. The test yields a Non-verbal Score, which is a composite of the scores obtained on the Classification, Figure Analogies, and Number Series sections; and a Verbal Score obtained from the Word Relations section. Parallel English and Spanish editions were developed by equating and balancing liguistic and cultural materials from the two languages. The tests were developed for use in Puerto Rico, but have also been used in Mexico and the continental United States.

Tests of Language Usage

Measures the ability to use English and Spanish, as distinguished from the ability to understand the languages. The examinee is required to recall a word which is appropriate in a given context (Active Vocabulary) and to recognize idiomatic expressions (Expression).

Tests of Natural Sciences: Vocabulary and Interpretation of Reading Materials

Provides an estimate of the ability to read and understand scientific materials. The publisher cautions that the test does not sample the most recent scientific materials.

Tests of Reading: Advanced Tests

A measure of reading comprehension which yields scores for Comprehension and Vocabulary.

Cornell Learning and Study Skills Inventory: College Form by Walter Pauk and Russell N. Cassel; c1970; Grades 13-16 and Above; Psychologists and Educators, Inc.

Although designed for students at the college and graduate level, the inventory can be administered to students with a reading level of grade nine or above. Subscales are: Goal Orientation (Goal Setting, Goal Compatibility, Goal Striving, Goal Involvement, and Goal Achievement Progress); Activity Structure (Physical Setting, Sense of Order, Use of Time, Mental Setting, and Assignments); Scholarly Skills (Academic Involvement, Principles of Learning, Verbal Facility, and Concentration); Lecture Mastery (Objective in Note Taking, Taking Notes and Listening, Use of Abbreviations, Use of Shorthand, Rewriting of Longhand Notes, Notes in One's Own Words, Reflecting on Ideas during Lecture); Textbook Mastery (Overview and Skimming, Reading for Ideas, Underlining the Textbook, Marginal Notes and Note Taking, Reflecting and Integrating, and Preparing for Examinations); Examination Mastery (Examination Preparation, Writing the Essay Exam, Taking the Objective Exam, and the Mechanics of Examinations); Self Mastery (Self Reliance, Attitude toward Work, Attitude toward College, Social Relations, and Emotional Strength).

Cornell Learning and Study Skills Inventory: Secondary School Form by Walter Pauk and Russell N. Cassel; c1970-71; Grades 7-13; Psychologists and Educators, Inc.

An aid in the assessment of factors which are related to learning problems and school performance. The inventory can be used with a sixth grade or higher reading level. Subscales are the same as those employed for the College Form of the Inventory which is described above.

Educational Skills Test College Edition: English; c1971; Grade 13; CTB/McGraw-Hill.

Designed especially for colleges with an open door admissions policy. It provides an index of the student's skill level. The tests include: Phonetic Information (Sounds), Syntactic Information (Comprehension I), Semantic Information (Comprehension II), Organization Information (Organization of Ideas), and Editing Information (Mechanics of Writing).

Educational Skills Test College Edition: Mathematics; c1971; Grade 13; CTB/McGraw-Hill.

Consists of the following tests: Background Information: Basic Information (Terms, Symbols, Formulas and Equivalents); Algorithmic Information (Computation); and Problem-Solving Information (Problem Analysis).

Effective Study Test: College Level by William F. Brown; c1964; Grades 11-13; Effective Study Materials.

Measures knowledge of effective study techniques. The subscores are: Reality Orientation, Study Organization, Reading Behavior, Writing Behavior, and Examination Behavior. The test has been translated and adapted for use with Spanish-speaking students.

Effective Study Test: High School Level by William F. Brown; c1964; Grades 9-12; Effective Study Materials.

Tests knowledge of effective study techniques. The subscores are: Reality Orientation, Study Organization, Reading Behavior, Writing Behavior, and Examination Behavior. A Spanish translation of the test is available.

Encuesta de Habitos y Actitudes Hacia el Estudio Translated and Adapted by Fernando Garcia, Eduardo Garcia, and Luis Laosa (Original Edition authored by William F. Brown and Wayne H. Holtzman); c1964-71; Grades 9-16; The Psychological Corporation.

An authorized Spanish-American edition of the *Survey of Study Habits and Attitudes* developed in Mexico but appropriate for use in other Hispano-American countries. The survey is designed to assist the counselor in identifying and helping students whose study habits and attitudes may prevent them from obtaining maximal benefit from their educational experiences. The diagnostic profile and counseling key serve as an aid in planning remedial activities. The survey yields four basic scale scores and three combined scores: Delay Avoidance, Work Methods, Study Habits (subtotal), Teacher Approval, Education Acceptance, Study Attitudes (subtotal) and total Study Orientation score.

Escala de Inteligencia Wechsler para Adultos by David Wechsler; Translated and Adapted by R. F. Green and J. N. Martinez; c1955-68; 16 Years and Above; The Psychological Corporation.

An authorized Spanish-American edition of the *Wechsler Adult Intelligence Scale* (WAIS) translated and adapted to Spanish culture and standardized in Puerto Rico. The test is individually administered and requires the use of props which are available from the publisher. Subtests are Information, Comprehension, Arithmetic, Similarities, Digit Span, Vocabulary, Digit Symbol, Picture Completion, Block Design, Picture Arrangement and Object Assembly.

Examen de Percepcion Mecanica: Edicion Experimental by D. R. Miller; c1955-68; Grades 9-12 and Adults; CTB/McGraw-Hill.

A Spanish edition of the *Survey of Mechanical Insight*, a test which measures aptitude for solving the type of mechanical problems found in the operation, maintenance, repair, and design of various types of machinery. Also measured is the ability to foresee resultant motion of various parts of a mechanism when a given part is operated. Items consist of a drawing of a mechanical device followed by a statement concerning as aspect of the machine's operation.

Fundamental Achievement Series (FAS) by George K. Bennett and Jerome D. Doppelt; c1954-69; Educational Level: Basic Literacy-Eighth Grade; The Psychological Corporation.

Designed to assess the knowledge and competencies that a job applicant may be expected to have acquired in the course of ordinary daily living and that will be relevant to actual job performance. Items are based on experiences assumed to be generally familiar to both the advantaged and the disadvantaged. The FAS–Verbal Test consists of items which measure the ability to read signs, restaurant menus, apartment house directories, to recognize correct spelling and meaning of commonly used words, to understand orally presented information, and the ability to write legibly. In the Numerical test are items concerned with the ability to tell time, recognize numbers, use calendars, and to solve problems ranging from simple arithmetic to the computation of interest. The test can be administered via tape recording. The tape-recorded administration, which permits standardized oral presentation and accurate control of timing, is provided in order to reduce the contamination of test results by inadequate reading skills. Reviewed in the *Journal of Educational Measurement*, Summer 1970, Vol. 7, pp. 134-136.

Gilliland Learning Potential Examination: 1970 Revision by Hap Gilliland; c1966-70; 6 Years-Adults; The Reading Clinic, Eastern Montana College.

A measure of intelligence designed specifically for individuals who are either non-readers or poor readers, and native and rural Americans. Area scores reported are: Visual Memory, Symbolic Representation, Symbol Identification, Relationships, Listening

Comprehension, Picture Completion, and General Information. Five of the seven sections of the test are unrelated to reading ability and are included in the Non-Reading and Non-Cultural IQ scores. Two of the subtests, Symbol Interpretation and General Information are related to reading skill in order to provide information on the student's abilities in specific areas related to reading. The General Information test can also be used to determine student interest areas so that reading materials can be geared to individual interests.

IPAT Culture Fair Intelligence Test: Scale II by Raymond B. Cattell and A. K. S. Cattell; c1949-63; 8-13 Years and Average Adults; Institute for Personality and Ability Testing.

An intelligence test designed to be relatively free of cultural and educational influences. The test can be used with the culturally, educationally, and socially disadvantaged. The four subtests, Series, Classification, Matrices, and Conditions (Topology), are perceptual and nonverbal. A Spanish edition is available.

IPAT Culture Fair Intelligence Test: Scale III by Raymond B. Cattell and A. K. S. Cattell; c1949-63; Grades 9-12 and Superior Adults; Institute for Personality and Ability Testing.

An intelligence test designed for use with individuals having different national languages and cultures, or influenced by different social status and education. Subtests are Series, Classification, Matrices, and Conditions (Topology). Items are perceptual in nature. A Spanish edition of the test has been prepared.

Individual Reading Placement Inventory: Field Research Edition by Edwin H. Smith and Weldon G. Bradtmueller; c1969; Reading Level of Grade 7 or Below; Follett Educational Corporation.

An individually administered aid in determining the student's independent reading level, frustration level, and present language potential. The Inventory is designed specifically for illiterate and semiliterate adolescents and adults. Subscores are Word Recognition and Analysis, Oral Paragraph Reading, Present Language Potential, Auditory Discrimination, and Letters of the Alphabet. After administering the Inventory, the examiner completes the *Checklist of Reading Difficulties*, a form for recording observations concerning possible posture problems, emotional symptoms, reading rate difficulties, and sight-sound perceptual problems.

Inter-American Series by Herschel T. Manuel; c1962-67; Guidance Testing Associates.

A series of tests in various areas available in parallel English and Spanish editions.

Tests of General Ability, Level 4; Grades 7-9

A measure of scholastic aptitude. The Sentence Completion and Word Relations subtests yield a Verbal score; the Analogies and Figure Classification subtests yield a Nonverbal score; and the Number Series and Computation subtests yield a Number score. The use of local norms is encouraged by the publisher.

Tests of General Ability, Level 5; Grades 10-13

A series of tests of scholastic aptitude. A Verbal score is obtained from the Sentence Completion and Word Relations subtests, a Nonverbal score from the Analogies and Figure Classifications subtests, and a Number score from the Number Series and Computation subtests. The use of local norms is encouraged by the publisher; general norms are not available.

Tests of Reading, Level 4; Grades 7-9

A measure of Vocabulary, Level of Comprehension, and Speed of Comprehension. The development of local and regional norms is recommended by the publisher.

Test of Reading, Level 5; Grades 10-13

A reading test designed for use in bilingual communities or in cross-cultural educational research. Subscores are Speed of Comprehension, Level of Comprehension, and Vocabulary. Evidence to support the equivalence of the English and Spanish editions is reported. The development of local and regional norms is recommended by the publisher.

Kahn Intelligence Test: Experimental Form by Theodore C. Kahn; c1960; 1 Month-Adults; Psychological Test Specialists.

An individually administered test of intelligence which requires a minimum of verbalization and is almost independent of differential educational and cultural learning factors. It is designed especially for the culturally disadvantaged or verbally handicapped. In addition to the main scale there are six optional scales: a Brief Scale, and scales for Concept Formation, Recall, Motor Coordination, a scale for use with the deaf and a scale for use with the blind. Props, available from the publisher, are required for administering the test.

Leiter International Performance Scale by Russell Grayton Leiter; c1929-65; 2 Years-Adults; Stoelting Company.

An individually administered, non-verbal intelligence test which is appropriate for persons with speech and auditory handicaps, illiterates, the foreign born, and the educationally and culturally deprived. The test consists of a series of subtests which require matching, ranging from the pairing of like colors and objects to more complex relationship of designs and analogies. Reviewed in *Perceptual and Motor Skills*, June 1969, pp. 959-971.

Lorge-Thorndike Intelligence Tests, Separate Level Edition, Nonverbal Battery, Level 5 by Irving Lorge and Robert L. Thorndike; c1954; Grades 10-12; Houghton Mifflin Company.

Spanish directions are available for use with the Nonverbal Battery, which measures abstract reasoning ability through three subtests: Pictorial Classification, Pictorial Analogy, and Numerical Relationships. The battery yields an estimate of intelligence which is not heavily influenced by reading ability. Only the directions for the test are in Spanish; the test items are pictorial.

McGraw-Hill Basic Skills System (MHBSS) by Alton L. Raygor; c1970; Grades 11-14; CTB/McGraw-Hill.

An integrated series of tests and instructional materials designed to provide training in the basic academic skills which are prerequisites for success in college. The program is geared to the college-bound student with educational deficiencies and the college student in need of remedial activities. The four components of the MHBSS are: diagnosis, prescription (test performance is related to prescriptive units of instruction), instruction (learning materials consist of printed self-instructional programs, workbooks, audiotapes, etc.), and evaluation. The test components can be used independently of the instructional materials. The MHBSS covers six subjects areas.

The Mathematics Test

The Test consists of three sections: Basic Mathematics, Elementary Algebra, and Intermediate Algebra. The Basic Mathematics section covers operations with whole numbers, negative numbers, rational numbers, and decimals; solution of first degree equations in one variable; concepts of percentage, ratio, and proportion; use of exponents and powers of ten; and the significance of numbers generated by operations using rounded figures or measurements. In the Elementary Algebra section are items concerned with the more complex uses of negative and rational numbers; the language of algebra; solutions of first degree equations in one variable; graphical representation of first degree equations in two variables; and solution of pairs of first degree equations in two variables. The characteristics of polynomials in one variable; operations of rational expressions in one variable; simplification of expressions in many variables; interpretation of radical expressions and solution of equations containing radicals; use of exponents, rational and negative; and the use of logarithms are topics included in the Intermediate Algebra section. In the MHBSS Mathematics Test the emphasis is placed on traditional mathematics.

The Reading Test

Consists of passages taken from college textbooks. Scores are provided for Reading Rate and Comprehension (retention of factual information); Skimming and Scanning (the ability to search for specific facts, definitions, words, and numbers); and Paragraph Comprehension (the ability to recognize and understand the main idea, recognize specific facts and understand their importance and function, recognize and understand general scientific principles in the physical and social sciences, recognize paragraph organization and structure, and the ability to critically evaluate a written passage).

The Spelling Test

Measures the ability to recognize a misspelled word within the context of a sentence.

The Study Skills Test

Subscores in the Test are: Problem Solving, Underlining (a skill considered necessary for quickly and effectively reviewing study material without rereading complete passages), Library Information, and Study Skills Information (knowledge of study aids and techniques). A self-report *Inventory of Study Habits and Attitudes* which is designed to elicit information concerning the student's study habits and attitudes toward studying is included. Subscores for the Inventory are: Listening and Note-taking, General Study Habits, Relationships with Teachers and Courses, Motivation, Organization of Effort, Concentration and Emotional Problems.

The Vocabulary Test

Measures knowledge of word meanings and knowledge of the meanings of word stems or elements. For the first part of the test, the words are drawn from the social and natural sciences. In the second part, artificial words are used to determine the student's mastery of the meanings of word parts. The first and second parts of the test do not yield subscores.

The Writing Test

The Test has subscores in Language Mechanics (capitalization, punctuation, and grammar); Sentence Patterns (the classification of sentence types, choice of pronouns, detection of nonparallel constructions, and the use of appropriate transitional words and phrases to introduce or connect sentences); and Paragraph Patterns (the identification of appropriate topic sentences, development sentences, concluding sentences, awareness of proper sequence of sentences, and appropriate division of sentences into paragraphs).

Non-Verbal Reasoning Test by Raymond J. Corsini; c1957-66; Adults; Education-Industry Service.

A test of the ability to think logically through the medium of pictorial problems. The publisher asserts that the test is relatively culture-free and is not influenced by language facility. Norms are reported for industrial male employees.

Oral Placement Test for Adults by Allen Ferrel; 1971; Adults; Southwest Cooperative Educational Laboratory, Inc.

The test employs a structured interview to assess the English oral production and aural comprehension of adult basic education learners. Emphasis of the test is on the use of English as a functional tool of communication. Proficiency levels identified by the measure are: Elementary, Intermediate, Advanced, and Exempt.

Peabody Individual Achievement Test (PIAT) by Lloyd M. Dunn and Frederick C. Markwardt Jr.; c1970; Kindergarten-Grade 12; American Guidance Services, Inc.

An individually administered, wide-range achievement battery with subtests in Mathematics, Reading Recognition, Reading Comprehension, Spelling, and General Information. No written responses are required by the subject—he responds orally or by pointing. The Mathematics subtest measures basic skills such as matching, discrimination, and number recognition—as well as advanced concepts in geometry and trigonometry. In the Reading Recognition subtest, the examinee is required to match letters of the alphabet, name individual letters, and read aloud individual words. The items in this subtest range in difficulty from the preschool through high school level. For the Reading Comprehension subtest, the examinee silently reads a sentence and then must select the one of four illustrated options which best represents the meaning of the sentence. The item difficulty range for the Spelling subtest is kindergarten through high school. For this subtest, the examinee is asked to select the letter of the alphabet as being different from the other items pictured, identify the letter that represents a speech sound or named letter, and point out the correct spelling for individual words which have been pronounced and used in sentences by the examiner. Topics such as science, social studies, fine arts, and sports are included on the General Information subtest designed to tap general knowledge which can be acquired in situations other than school. The PIAT has been reviewed in the Fall-Winter 1970 issue of the *Journal of Special Education* (Volume 4, Number 4, pp. 461-467).

Personnel Tests for Industry: Oral Directions Test, Form S by Charles R. Langmuir; c1945-54; Adolescents and Adults; The Psychological Corporation.

A wide-range measure of mental ability which minimizes the effects of reading, writing, and written computation skills. A measure of the ability to understand what one is told to do, the Test was designed for those who have had limited education or who have a foreign language background. It is suitable for the selection of employees for maintenance and service work in public institutions, transportation systems, stores, hotels, factories, and shops. It is also useful as a screening test in social agencies concerned with the counseling of adults. The test is also available in Spanish.

Purdue Non-Language Test by Joseph Tiffin; c1957-69; Adults; University Bookstore.

A culture-free test designed for use in industry to measure mental ability. It is especially useful in screening clerical and stenographic personnel. Since the items consist entirely of geometric forms, the test can be used effectively with non-readers and persons with different cultural and educational backgrounds.

RBH Basic Reading and Word Test; c1968-69; Adults; Richardson, Bellows, Henry and Company, Inc.

Designed to aid in establishing minimum reading skills or literacy by measuring reading vocabulary and comprehension. The Test, which covers a broad reading and vocabulary range, is recommended for use in situations where a quick measure of reading level is necessary.

RBH Industrial Questionnaire; c1953-63; Adults; Richardson, Bellows, Henry and Company, Inc.

A measure of general ability designed for use in the screening of basic blue collar employees, unskilled laborers and rountine factory workers, operatives and craftsmen, and others involved in the electric utility, paper, ore, and chemical industries. Items cover reading comprehension, arithmetic reasoning, and chemical comprehension. The publisher states that the absence of a formal time limit makes the test useful in borderline cases where limited education or limited knowledge of the English language handicaps otherwise desirable applicants.

RBH Non-Verbal Reasoning Test, Long Form; c1948-63; Adults; Richardson, Bellows, Henry and Company, Inc.

A non-verbal and non-language test designed for use in batteries for the screening of technicians, engineers, engineering aids, technical salesmen, and any population for whom language presents a problem. The examinee must be able to read numbers in order to be tested since he must identify the illustrations and record his answers. The test measures reasoning and concept formation through the use of symbols and geometric figures. Some of the items are concerned with concepts such as: tangents, angle bisection, vertical-hortizontal arrangement, and squareness.

RBH Non-Verbal Reasoning Test, Short Form; c1950-62; Adults; Richardson, Bellows, Henry and Company, Inc.

Measures reasoning and concept formula ion through the use of symbols and geometric figures. The publisher asserts that the test is non-verbal and non-language. This version of the *RBH Non-Verbal Reasoning Test, Long Form* is appropriate for use in the selection of operatives and craftsmen, basic blue collar and unskilled labor positions, rountine factory personnel, and any population for which language is a problem.

RBH Test of Learning Ability, Forms DS-12, DT-12; c1961-63; Adults; Richardson, Bellows, Henry and Company, Inc.

A measure of three components of intelligence: vocabulary comprehension, arithmetic reasoning, and the ability to perceive spatial relationships. The test is recommended for use in the selection and placement of industrial applicants in almost all job categories. The test content is the same as the *Forms S and T*; however, the publisher asserts that Forms DS-12 and DT-12 are especially useful with examinees who are relatively unsophisticated in test taking or whenever greater than normal variation is anticipated in the time required to comprehend test directions for a group whose scores will be compared.

SRA Arithmetic Index; c1968; 14 Years to Adults; Science Research Associates, Inc.

Designed for use with adolescents and adults whose basic skills are too low to be reliably evaluated by traditional standardized tests. The *Index* covers a broad range of ability, from the minimal levels of proficiency to the competence level expected of lower-level high school students. Scores reflect proficiency at various levels. In the *Index* the levels are: Addition and Subtraction of Whole Numbers, Multiplication and Division of Whole Numbers, Basic Operations Involving Fractions, and Basic Operations Involving Decimals and Percentages. An individual's score is the highest developmental level passed.

SRA Non-Verbal Form by Robert N. McMurray and Joseph E. King; c1947-66; Grades 9-12 and Adults; Science Research Associates, Inc.

Measures reasoning and concept formation independently of language and reading skills. Items consist of a series of drawings of people, objects or geometric forms, four of which are related. The examinee is required to discover the interrelating principle and indicate the drawing in each series that is most different. The test is recommended for use in screening individuals who have difficulty with reading or language or in screening for jobs in which reading and communication skills have little relationship to successful performance.

SRA Pictorial Reasoning Test by Robert N. McMurray and Phyllis D. Arnold; c1966-67; 14 Years to Adults; Science Research Associates, Inc.

A measure of reasoning and concept formation which is relatively independent of language and reading skills. Items consist of five drawings or pictures, four of which are related. The examinee must discover the interrelating principle. The test is appropriate for selection and placement. It is especially useful with persons who have language or reading difficulties. The publisher asserts that the test was designed to be as fair as possible to all distinct cultural subgroups in American society. Recommended usage is in the selection of applicants for jobs in which writing and communication skills contribute little to successful performance. The test can also be used by companies and agencies participating in retraining programs for displaced adult workers or school dropouts in order to identify persons most likely to benefit from the program. Reviewed in *Journal of Educational Measurement*, Spring 1969, pp. 41-43.

SRA Reading Index; c1968; 14 Years to Adults; Science Research Associates, Inc.

Designed for use with adolescents and adults whose basic skills are too low to be reliably evaluated by traditional standardized tests. The Index covers a broad range of ability, from the minimal levels of proficiency to the competence level expected of lower-level high school students. The test is scored to reflect proficiency at five levels: Picture-Word Association, Word Decoding, Phrase Comprehension, Sentence Comprehension, and Paragraph Comprehension. An individual's score is the highest developmental level passed.

Study Skills Survey by William F. Brown; c1965-70; Grades 9-16; Effective Study Materials.

A series of three questionnaires designed to identify deficiencies in study skills and habits which will hinder academic achievement. Questionnaires are: Study Organization, Study Techniques, and Study Motivation. The Survey has been translated and adapted for use with Spanish-speaking students.

Survey of Reading/Study Efficiency by Frank L. Christ; c1968; Grades 9-16 and Adults; Science Research Associates, Inc.

Emphasis is placed on individual remediation. Subscores include: Study Management (Time Management and Study Environment); Major Course-Related Skills (Study-Reading, Responsive Listening-Notemaking, and Classroom Tests); Auxiliary Course Skills (Library Research, Vocabulary and Spelling, and Writing Skills); Attitudes, Interests, and Habits (Reading Habits and Interests, Concentration and Memory, and School Attitudes and Motivation); and Psychological Aspects (General Health, Vision, and Act of Reading).

Test de Comprehension Mecanica by George K. Bennett; Translated by J. Boulger and M. Najman de Dembo; c1940-57; Grades 9-12 and Adults; The Psychological Corporation.

A Spanish edition of the *Bennett Mechanical Comprehension Test*, a measure of the ability to understand mechanical relationships and physical laws in practical situations. The test can be used in the selection of personnel for mechanical work, apprentices, and students for technical and engineering training.

Test of General Ability: Grades 9-12 by John C. Flanagan; c1957-60; Grades 9-12; Science Research Associates, Inc.

A measure of general intelligence and basic learning ability independent of school-acquired skills such as arithmetic and reading. For this reason the publisher states that the test is appropriate for students from culturally deprived backgrounds. The first part of the test, the information section, measures the student's ability to grasp meanings, recognize relationships, and understand the basic concepts and underlying principles of the natural and social environment. It also measures his ability to systematize and relate new information to knowledge already possessed. The second part of the test, the reasoning section tests the ability to understand relationships and to form concepts. An attempt has been made to make the reasoning section as free from acculturation as possible. All items are pictorial.

Test of Individual Needs in Reading: 1970 Seventh Revision by Hap Gilliland; c1966-70; Reading Levels: Primer-College; The Reading Clinic, Eastern Montana College.

An individually administered screening device for use by the classroom teacher or reading specialist as an aid in assigning appropriate instructional materials. Subscores are Oral Reading, Comprehensions, Basic Reading Level, Silent Reading Speed, Use of Context, Words Beginning Alike, and Word Analysis Skills (Beginning Consonants, Ending Consonants, Consonant Substitution, Speech Consonants, Consonant Blends, Reversals, Long and Short Vowels, Vowel Blends, Blending Letter Sounds, Prefixes, Suffixes, Compound Words, Recognizing Syllables, Syllabication).

Test of Retail Sales Insight by Russell N. Cassel; c1971; Grades 9-12 and Adults; Psychologists and Educators, Inc.

A measure of knowledge of selling and sales transactions which can be administered to persons whose reading level is grade six or higher. The author suggests that the test be administered orally to individuals whose reading level is questionable or below grade six. Subscores are: General Sales Knowledge, Customer Motivation and Need, Merchandise Procurement and Adaptation, Sales Promotion Procedures, and Sales Closure.

Tests of Adult Basic Education, Level E (Easy) by Ernest W. Tiegs and Willis W. Clark; c1957-67; Reading Level: Grades 2-4; CTB/McGraw-Hill.

A battery of tests designed for use in the identification of the instructional needs of individuals with severe educational limitations. TABE-E is an adaptation of the upper primary level *California Achievement Tests: 1957 Edition*. Subtests are Reading Vocabulary, Reading Comprehension, Arithmetic Reasoning, and Arithmetic Fundamentals. Reviewed in *Journal of Counseling Psychology*, May 1969, Vol. 16, pp. 281-282.

Tests of Adult Basic Education, Level M (Medium) by Ernest W. Tiegs and Willis W. Clark; c1957-67; Reading Level: Grades 4-6; CTB/McGraw-Hill.

An adaptation of the elementary level of the *California Achievement Tests: 1957 Edition* designed as an aid in the identification of the instructional needs of individuals with educational deficiencies. Subtests are Reading Vocabulary, Reading Comprehension, Arithmetic Reasoning, Arithmetic Fundamentals, Mechanics of English, and Spelling. Reviewed in *Journal of Counseling Psychology*, May 1969, Vol. 16 pp. 281-282.

Tests of Adult Basic Education, Level D (Difficult) by Ernest W. Tiegs and Willis W. Clark; c1957-67; Reading Level: Grades 7-9; CTB/McGraw-Hill.

An adaptation of the junior high school level of the *California Achievement Tests: 1957 Edition*. TABE-D is designed for use in the identification of the individual's instructional needs in the basic skills. Subtests are: Reading Vocabulary, Reading Comprehension, Arithmetic Reasoning, Arithmetic Fundamentals, Mechanics of English, and Spelling. Reviewed in *Journal of Counseling Psychology*, May 1969, Vol. 16, pp. 281-282.

Tests of Adult Basic Education: Practice Exercises and Locator Test by Ernest W. Tiegs and Willis W. Clark; c1957-70; Reading Level: Grades 2-9; CTB/McGraw-Hill.

The *Locator Test* is a means of determining which of the levels of the *Tests of Adult Basic Education* are appropriate for an individual. The *Practice Exercises* are designed to help overcome resistance to testing and to provide some experience in test-taking procedures. Reviewed in *Journal of Counseling Psychology*, May 1969, Vol. 16, pp. 281-282.

Tests of General Educational Development (GED); 1944-present; Educational Level: Grades 9-12 and Candidates for High School Equivalency Certificates; General Educational Development Testing Service of the American Council on Education.

Scores on the GED are used as the criteria for granting high school equivalency certificates. GED scores can also be used to gain admission to licensing examinations for professions which require the completion of the ninth, tenth, or eleventh grades. The tests included in the GED battery are Correctness and Effectiveness of Expression, Interpretation of Reading Materials in the Natural Sciences, Interpretation of Reading Materials in the Social Studies, Interpretation of Literary Materials, and General Mathematical Ability. The GED is not available on an open sale basis. Test administrations are scheduled throughout the year at official GED test centers. Civilian Restricted Forms are administered to civilians and veterans; military personnel on active duty are given the Military Restricted Forms through the

United States Armed Forces Institute. Special forms are available for the blind and partially sighted. A Spanish Edition is available.

Two-Dimensional Space Test, Form 1; c1948-63; Adults; Richardson, Bellows, Henry and Company, Inc.

Measures the ability to visualize objects in space. Items consists of geometric figures cut into two or three parts and four whole figures which might be made from the parts. The examinee is required to visually or ideationally assemble the parts and identify the figure which could be formed. The test can be used with individuals who are not fluent in English and those with low educational levels. It is recommended for use in the selection of mechanical and operating employees, especially those concerned with layout and assembly.

United States Training and Employment Service Nonreading Aptitude Test Battery (NATB): 1969 Edition; 1965-71; Grades 9-12 and Adults; United States Training and Employment Service.

The NATB was designed to measure the same aptitudes as the *USTES General Aptitude Test Battery* (GATB) which is considered inappropriate for use with disadvantaged individuals. The nine aptitudes measured by the NATB are: intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. The tests included in the battery are: Picture-Word Matching, Oral Vocabulary, Coin Matching, Design Completion, Tool Matching, Three-Dimensional Space, Form Matching, Coin Series, and Name Comparison. The Mark Making, Place, Turn, Assemble, and Disassemble Tests from the GATB are included in the NATB. These five are performance measures which require the examinee to manipulate test materials such as finger dexterity boards and pegboards. The GATB Screening Exercises provide a basis for determining whether the NATB or GATB should be administered. The NATB is not available to the general public. The battery is intended for use by the various State Employment Service agencies affiliated with the United States Training and Employment Service. Authorized nonprofit institutions may also use the NATB for counseling if they use their own facilities for testing, and employ trained testing supervisors and counselors. Orders for test materials must be cleared through a State Employment Service office.

WLW Culture Fair Inventory by Lynde C. Steckle, Robert W. Henderson, and Barbara O. Murray; c1969; Adults; William, Lynde & Williams.

An untimed, nonverbal measure of intelligence consisting of items which discount the influence of environment and education. The test is designed for use in the selection and placement of minority groups or "hard-core" individuals. One score is obtained from the five sections of the test: Selection of Figure in Five That Is Most Different, Block Counting, Selection of Fifth Figure in a series, Paper Form Board, and Selection of Figure Which Completes Pattern.

Wesman Personnel Classification Test by Alexander G. Wesman; c1946-65; Grades 8-16 and Adults; The Psychological Corporation.

A test of mental ability designed for use in the selection of employees for clerical, sales, supervisory, and managerial positions. The Verbal subtest requires the use of reasoning through analogy and the perception of relationships in order to correctly respond to the item. The Numberical subtest measures competence in basic arithmetical skills and processes and general facility in the use of numerical concepts. Reviewed in *Journal of Counseling Psychology*, Winter 1965, pp. 435-436.

Wide Range Employment Sample Test by Joseph F. Jastak and Dorothy E. King; c1972; Ages 16-35; Guidance Associates of Delaware, Inc.

A series of performance tasks which are representative of the manual and clerical job situations found in commerce and industry. The activities include folding, stapling, packaging, measuring, assembling, tag stringing, pasting, collating, color and shade matching, and pattern matching. WREST is an evaluation adjunct in the work rehabilitation of physically, mentally, and socially handicapped persons and has been used to estimate the readiness of an individual to enter regular employment.

REFERENCES

Buros, Oscar K., Editor. *Reading Tests and Reviews*. Highland Park, New Jersey: The Gryphon Press, 1968.

Buros, Oscar K., Editor. *The Seventh Mental Measurements Yearbook*. Highland Park, New Jersey: The Gryphon Press, 1972.

Buros, Oscar K., Editor. *The Sixth Mental Measurements Yearbook*. Highland Park, New Jersey: The Gryphon Press, 1965.

PUBLISHERS ADDRESS

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

CTB/Mc-Graw-Hill
Del Monte Research Park
Monterey, Califor[illegible]93940

Education-Industry Service
1225 East [illegible]h Street
Chicago, Illinois 60637

Effective Study Materials
P. O. Box 603
San Marcos, Texas 78666

Follett Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607

General Educational Development
Testing Service of the American
Council on Education
One Dupont Circle
Washington, D. C. 20036

Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

Guidance Testing Associates
6516 Shirley Avenue
Austin, Texas 78752

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525

Institute for Personality and
Ability Testing
1602 Coronado Drive
Champaign, Illinois 61820

Mc-Graw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Montana Reading Clinic Publications
517 Rimrock Road
Billings, Montana 59102

The Psychological Corporation
304 East 45th Street
New York, New York 10017

Psychological Test Specialists
Box 1441
Missoula, Montana 59801

Psychologists and Educators, Inc.
Suite 212
211 West State Street
Jacksonville, Illinois 62650

Psychometric Affiliates
Box 3167
Munster, Indiana 46321

The Reading Clinic
Eastern Montana College
See: Montana Reading Clinic Publications

Revrac Publications
2200 Forest Glen Road
Silver Spring, Maryland 20910

Richardson, Bellows, Henry and Company, Inc.
1140 Connecticut Avenue, N.W.
Washington, D. C 20036

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60624

Southwest Cooperative Educational Laboratory
1404 San Mateo Boulevard, S. E.
Albuquerque, New Mexico 87108

Stoelting Company
1350 South Kostner
Chicago, Illinois 60623

United States Training and Employment
Service
Fourteenth Street and Constitution
Avenue, N.W.
Washington, D. C. 20210

University Bookstore
360 State Street
West Lafayette, Indiana 47906

William Lynde & Williams
113 East Washington Street
Painesville, Ohio 44077